

## **The Implementation of Edupreneurship Based on Local Wisdom in Primary School as an Effort to Prepare Indonesian Golden Era**

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**Abstract:** Edupreneurship based on local wisdom was considered as a solution for answering global challenges in primary schools to prepare golden generation. This concept is expected to form productive character, capable of creating chances, like challenge, self-contained, and having the unyielding spirit as an entrepreneur. This concept does not make students as an entrepreneur or a humanist, but to make student an entrepreneur who love Indonesian culture. But it could not be neglected if in the future there will be students who want to be an entrepreneur. Theoretically there is only little number of sources that examines this concept, practically it started to be implemented in the Primary School Pilot Laboratory UPI Tasikmalaya as one of teaching center in Tasikmalaya. Therefore, researcher tried to assess the development and shape implementing this concept through a descriptive qualitative research. Triple Helix ABG (Academician, Businessmen, and Government) approach was believed as the most appropriate way to realize this idea. Triple Helix ABG approach became connector between academicians (Intellectuals), creative business people (Businessman), and government (Government) to implement Edupreneurship based on local wisdom. A relationship, mutual support, and symbiotic mutualism between these three actors will determine the improvement of primary school quality to be solid, sustainable, and able to answer the challenges of globalization to prepare Indonesian golden era.

**Keywords:** edupreneurship based local wisdom, triple helix approach abg, indonesian golden era.

In the period of 2012 to 2035, our nation is blessed many potential human resources in the form of productive age population by God the Almighty. During that period, the next generations are in a very productive and valuable situation, therefore they need to be managed and utilized properly so that they become good, intelligent, competitive human, as well as a valuable demographic dividend, but if this demographic dividend cannot be managed properly it would be endanger Indonesian development. This is why the strategic role of education development to realize that goal is considered to be very important.

We certainly have a great expectation to our next generation today, to be a golden generation and bring progress and glory for Indonesia in the Indonesia first century. But whether it could be achieved or not still be a big question for us. Because of the demographic dividend can turn to be a demographic disaster without regular supervision and control from the government. Therefore we need a comprehensive effort from all sectors, especially in the field of education. One of education sectors which have a strategic position in facing the golden generation of 2045 is the Primary School. Educational success is determined by the success of children in primary school. Characters built in primary school will be easily formed and attached until they become adult.

According to Piaget (in Budiamin et al., 2006: 98) it is stated that;

“Kids in primary school age are mostly in the operational phase of the concrete, which means that the characteristics of primary school children are characterized by reversible idea, began to confirm certain thoughts, adaptation of the whole picture, look at an object from different perspectives, able to do systematic ordering, and has causality thoughts”.

Based on the statement above, it could be concluded that the children in primary age is the right age to plant good character and it will become an efforts in facing the golden era of Indonesia. Character that can be trained to set up a golden generation of 2045 is Edupreneurship based on local wisdom.

Edupreneurship based on local wisdom is expected to form the character of students to be more productive, able to create chances, challenging, independent, and has a strong character to be never give up on failure that usually faced by local wisdom entrepreneurship. This concept not only wants to make the learner as a creative industry entrepreneur, but also as entrepreneurs who love the local culture. But it could not be avoid if in the future the students want to be entrepreneur.

In the process of Implementing Dasarom edupreneurship based on local wisdom, it takes a comprehensive and synergistic effort of all stakeholders through the Triple Helix ABG (Academician, Businessman, and Government) approach.

## **METHODOLOGY**

### **Types of Research**

This research is descriptive research with a qualitative approach, namely: Research procedures that produce descriptive data in the form of written words from the people and observed behavior, supported by literature or literature study based on the deepening study of literature in the form of data and figures, so that reality can be understood (Moloeng, 1990, p.5). This study emphasizes to explore and clarify phenomenon or reality happened conceptually.

### **Techniques and Writing Procedures**

Technical writing was done by understanding or exploring some of the data so that it can provide a description of the problem being analyzed. The Writing Procedure of this paper is: (1) Identify the problem; (2) find a reliable source of data; (3) writing outline was designed systematically and coherently; (4) literature review was supported observations (5). Paper was analyzed-synthesized, conclusions and recommendations.

### **Techniques and Data Analysis**

The data collection technique used was the literature study and semi-structured observation. The data was obtained from several media, both printed and electronic media, as well as through an observer in the Primary School Pilot Laboratory UPI Tasikmalaya. After the data had been collected, data processing was done. Then it was analyzed to be interpreted in the form of descriptive statements and concluded.

### **Development of Edupreneurship Based on Local Wisdom in Primary School**

The implementation edupreneurship based on local wisdom in primary school considered as attempt to prepare Indonesian golden generation. Edupreneurship based on local wisdom is expected to form the character of students to be more productive, able to create chances,

challenging, independent, and has a strong character to be never give up on failure that usually faced by local wisdom entrepreneurship

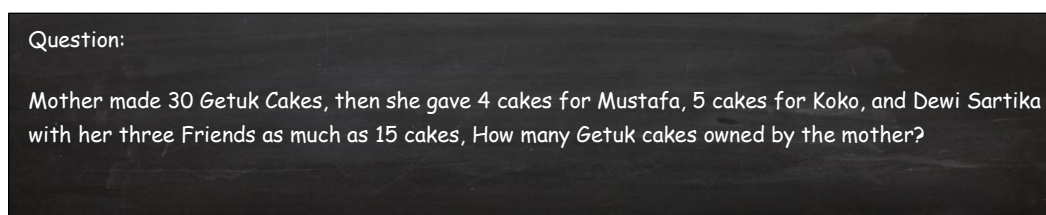
This concept not only wants to make the learner as a creative industry entrepreneur, but also as entrepreneurs who love the local culture. But it could not be avoid if in the future the students want to be entrepreneur. Local wisdom is regarded as the proper basis as an anticipation of the possibility of negative effects on the global challenges in the future, so that it is hoped that local wisdom values can be an identity for Indonesia that differentiate it with other nation. The values of local wisdom are also believed to be more accepted by learners because it is closer to the environment in which learners live. Local knowledge at least has become part of their selves, so that learners already have had relation to such wisdom. They tend to easily obey the rules and customs of the society.

One of the goals of education is to ensure there is cultural inheritance from one generation to the next generation. Therefore, edupreneurship based on local wisdom could be a solution to shape the local culture character of Indonesia, but they can participate in global competition. Thus they are hoped to be able to turn threats into solutions, challenges into opportunities, face problems wisely, and be ready to become a golden generation in 2045.

Theoretically, there is insufficient resources that discussed the Dasarom edupreneurship based on local wisdom, but in practical, this concept started to be implemented in the Primary School Pilot Laboratory UPI Tasikmalaya as a school which upholds the values of local wisdom as its educational foundation. Therefore, edupreneurship based on local wisdom was expected to be a solution in preparing Indonesian golden generation. In the implementing process, edupreneurship based on local wisdom was integrated with formal and informal curriculum, so that it has implications for intracurricular, cocurricular, extracurricular learning and the school room display (arrangement of the room).

### **The Implementation Edupreneurship based Local Wisdom in Intracurricular Learning**

In intracurricular learning, Edupreneurship based on local wisdom was integrated with all the components include the development of subjects. One of the examples is in the evaluation question development below.



picture 2.1 Example of Question

The evaluation question above, at first glance there will be no difference with the questions in general, but when examined closely there is clearly implied meaning contained in that question, for example, the word "made" means that mother has a "productive" character since she made her own. Of course it will be different if the question use the word "buy" instead of "make" that has meaning as a consumptive attitude, and it will change the students paradigm to be familiar with productive rather that consumptive attitude, besides it also includes the word "Getuk" as a traditional cake of West Java. Besides, there is the word of "Mustafa, Koko and Dewi Sartika" which indirectly introduce influential figures in West Java, such as Mang Koko as Sudanese pop music pioneer, KHZ. Mustafa is a national hero from Tasikmalaya and Dewi Sartika as women emancipation hero in West Java. Thus, in this context, students are not only

proficiently answer math questions but also intelligently interpret the editorial words that change their thinking to have a better personality based on the concept of edupreneurship based on local wisdom.

### **The Implementation Edupreneurship based Local Wisdom in Cocurricular Learning**

Cocurricular activities are a practical activity as a form of followed-up of the intracurricular implementation cocurricular learning could be in the form of educational games, Project Based Learning (PBL), study tours, and others. One example of edupreneurship based on local wisdom implementation in cocurricular learning is a PBL program by visiting educational tourism place such as webbing factory in Tasikmalaya to socialize and consolidate Indonesia local product that represent Indonesian culture. In the process, learners are given a series of practical tasks to perform basic webbing techniques.

Development edupreneurship based on local wisdom in learning curricular can also be done by developing traditional games as learners are invited to learn game such as congkak, egrang, galah, ect and other innovation traditional games that create effective and joyful learning.

### **The Implementation Edupreneurship based Local Wisdom in Extracurricular Learning**

Edupreneurship based on local wisdom could be developed through extracurricular activity. It can be implemented through excellence programs designed based on the potential benefits of the local area. Example of extracurricular programs developed in Primary School Pilot Laboratory UPI Tasikmalaya as a school that implements the concept of Edupreneurship based local wisdom are Creativity Class, local wisdom-based hydroponic garden, Kaganga Training, ASIK writing poster (Asli Tasik) and others.

In the process of implementation it can be directly assisted by the creative industries through collaborative teaching methods. The students' productions are expected to have sale value, so that learners can be taught to be able to produce, market the product, and make money from their own creation. Besides it is hoped that they can maximize the potential of their surroundings. The an example here will be presented the student production by utilizing newspaper and a tea cup in figure 2.2.



Figure 2.2 Examples of Student Production

### **The Implementation Edupreneurship based on Local Wisdom in School Room Display**

School Room Display is one of interpretation of informal curriculum that directly or indirectly has an impact on the student's character. In implementing Edupreneurship based on local wisdom, every part of space in schools should represent a creation of school of culture; this can be done by putting up local wisdom – based posters/ pictures, or by attaching the local

words of wisdom. For example: *hadé gogog hadé tagog, cikaracak ninggang batu laun-laun jadi legok* and other words of wisdom.



Figure 2.3 Edupreneurship Based Local Wisdom Posters

### **Optimizing the Role of Stake Holder: Triple Helix ABG Approach**

The implementation of edupreneurship based on local wisdom requires the collective efforts of various parties in a synergistic and comprehensive way. Triple Helix ABG (Academician, Businessman, and Government) approach is believed to be the approach that is able to implement this idea by optimizing the role of academician, businessman, and government.

The three helixs are the main factor of creativity, ideas, science, and technology that are vital for implementing edupreneurship based on local wisdom in primary school. A close relationship, mutual support, and symbiotic mutualism between all three actors will determine the integrity of the school in preparing Indonesia golden generation. Every helix has the capacity and the different entities, but have the same workload in carrying out its role

#### **Academician**

Academician in primary consists of teachers, principals, and school committee and education council. Each academician is expected to be able to actualized their potential and competence to achieve Edupreneurship based on local wisdom in accordance with the standards of teachers and education stated in UU No 14 Tahun 2005 About Teacher and Lecture, PP No.19 Tahun 2005 About the National Education Standards, Permen No. 13 Tahun 2007 About Standards for School, and Permen No. 16 Tahun 2001 About Academic Qualification Standards and Teacher Competency.

Concrete effort that could be done by the academician in realizing this concept is by conducting Curriculum Development Team (TPK), which consists of teachers, principals, school committee, and other educational experts (supervisor / lecturer / team of curriculum experts). Then TPK begin to design/revitalize and integrate edupreneur-ship based local wisdom character with the curriculum (Book 1 or Documents 1).

#### **Businessmen**

The implementation of edupreneurship based on local wisdom in primary school needs the businessman role to train the entrepreneurship skill to students and tell their experience as an entrepreneur. So that students are able to directly learn the values of being entrepreneur from the real businessmen. It is because of cognitive theory from Piaget that stated learners in the age primary are in the operational phase of the concrete meaning, they only able to translate everything / input information through concrete objects. It also became the basis urgency why

of industries should directly took a part in implementing edupreneurship based on local wisdom in primary school. This concept can be done through collaborative teaching methods, so that businesses can be directly taught in the classroom. This activity can be integrated in a self-development program in the school, so that the implementation is in the agenda once a week / month one, but can also incidental adjusted to the circumstances of the school.

### Government

Government, as regulation holder and policy maker should contribute to implementing edupreneurship based on local wisdom in primary school, concrete efforts that could be done by the government to realize this concept are:

1) Optimization of Policies issued by The Government.

Optimizing the content standards stated in Permendiknas No. 22 Tahun 2006 for KTSP and permendikbud No. 22 Tahun 2016 for K13 should be done by all education institution. Because the government has provided the clear material structure of the curriculum, so that any educational institution has its own authority to make curriculum development programs applied in one or Documents1/ Book 1 including the concept of local wisdom based edupreneurship. This concept can be integrated in the development of learning in the classroom, local content or self-development program.

2) Issued a Circular as Reinforcement.

In order to be possible to implement in primary school, the government should issue a circular regarding with the urgency of edupreneurship based on local wisdom as an effort to prepare Indonesian Golden Era.

3) Held a Symposium, Seminar, or Workshop

The government can facilitate the symposium, seminar or workshop for primary school who have implemented this idea as training for other institution.

### CONCLUSION

Edupreneurship based on local wisdom is a new concept. Theoretically there is only few numbers of sources that examines this concept, practically it started to be implemented in the Primary School Pilot Laboratory UPI Tasikmalaya as schools that uphold the values of local wisdom in running the development of learning. This concept requires a collective synergistic effort from all stake holders. Triple Helix ABG (Academician, Businessman, and Government) approach is believed to be the approach that is able to implement this idea by optimizing the role of academician, businessmen, and government. The three-helix is the main factor of the birth of creativity, ideas, science, and technology which are very vital in Implementing edupreneurship based on local wisdom in primary school. A close relationship, mutual support, and symbiotic mutualism between all three actors will determine school integrity in preparing Indonesian golden generation.

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